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**| RESEARCH ARTICLE**

## **Written Report and Correspondence Errors of Technical Assistance (TA) Providers**

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**| ABSTRACT**

Writing reports and correspondence are just some of the tasks that technical assistance (TA) providers do as they accomplish their day-to-day duties and functions. This study investigates errors found in the documents written by the TA providers including coordinators, master teachers, head teachers, school heads, district supervisors, and division supervisors considering Error Analysis (EA) Model by Carl James (1998). The data were taken from 94 soft copies of purposively collected and classified documents according to types. Results revealed that the topmost written documents based on percentages as used in this study are memorandum, narrative reports, and letters although there are still others in accordance with their mandates and job descriptions specifically on their respective Key Results Areas (KRAs). There were errors identified in the written reports and correspondence of the TA providers in the sentence level which revolve on (1) grammar – which highlighted points pertaining to preposition, article, agreement, verb, pronoun, noun, redundancy, determiner, quantifier, sentences, and adjective, (2) punctuation – mainly revolved on comma, hyphen, colon, and other punctuations, (3) capitalization – that falls on changing or checking, and congruency on the capitalization of words, and (4) spelling – words from the sentences were marked check, change, and correct spellings. There were also errors in the paragraph level under (1) development – which errors generally include inconsistencies of the expected patterns, formats which were not in accordance with relevant issuances, reports were merely collected from the concerned persons, thoughts within the reports need to be polished for clarity, reports also need to be rechecked considering the flow and organization of ideas, and mechanical aspects, (2) coherence – connection of thoughts from the paragraph before and after paragraphs, and use of transitional markers (TM) to connect ideas, (3) unity – word/s change, join or merge, replace, and separate which is sometimes a result of typo errors, and (4) point of view - written in lower positions' point of view, and improper use of 1st, 2nd and 3rd persons. The writing skills enhancement program and activities offered to the TA providers, the conclusions and recommendations on the basis of the results are presented in the full paper.

**| KEYWORDS**

Written reports, correspondence, errors, technical assistance (TA) providers

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### **1. Introduction**

Writing reports and correspondence are just some of the tasks that technical assistance (TA) providers do as they accomplish their day-to-day duties and functions. By nature of their works, the TA providers are expected to be proficient and skillful in writing or responding to communication letters, emails, memos, minutes of the meeting, school or office reports and accomplishments, and the like. However, it is undeniably observed that errors are just around these reports and correspondences.

According to Agbay and Reyes (2019), error-free written works is expected from every English language teacher. They cited that in the Philippine setting, the result of the study conducted by Magno (2014) showed that error analysis among English major students yielded errors in verb tense, structure, punctuation, choice of words, spelling, and so on. In their study, Agbay and Reyes identified and classified the writing errors of English major students which served as their basis for an intervention program that hone students' writing skills. The findings showed that under intralingual error, tense-related errors ranked first followed by

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fragments and run-on that were caused mainly by negative transfer which ranked first followed by lack of knowledge under interlingual errors. These cited studies in the Philippine setting signify that if the students commit errors in language as they learn it in their college days, how much more with those who are teaching them and those who are the target subjects of this present study? Even with the presence and advancement of technology nowadays, the researcher believes that written errors are still committed.

In fact, a manual of style has been developed by the Department of Education (DepEd) as per DepEd Order No. 30, s. 2019. This prescribes the common language style, format, and usage. It contains a set of rules of standards that shall serve as a reference for personnel involved in styling and formatting issuances and other official documents to ensure information's clarity, completeness, conciseness, and consistency in spelling, grammar, punctuation, hyphenation, capitalization, typeface, and abbreviation, among other rules. This also aims to guide in the development of official documents for communication and publication, mechanisms, and procedures in formulating easy-to-understand official issuances, and strengthen the communication channels of field offices to facilitate the flow of information and expand linkages with other government units for effective governance.

Similarly, the DepEd Order No. 31, s. 2019 contains guidelines on the specifications and applications of the Department's name, seal, and logo to produce a unified look in all communications and publications. It contains standard designs and applications of the service marks that will serve as a reference for the officials, personnel, and employees on the style and usage of the name, seal, and logo. It will also be useful in the production of official forms, publications, advocacy materials in communication, multimedia, and graphic creative solutions intended to enhance strategic priorities.

In the context of the DepEd – City Schools Division Office of Antipolo, the TA providers include learning area coordinators, master teachers, head teachers, school heads, district and division supervisors. As such, they are expected to have been doing communications, and so they are also expected to be aware and adopt what is directed in the cited orders. Hence, the errors in their written reports and correspondence need to be analyzed so as to offer an intervention activity or enhancement project.

The researcher believes that once the error types or occurrences of the same are identified, it is possible to offer interventions, activities, and instructions that would direct to the perfection of the written works of the learners, teachers, and much more with the TA providers who are the benefactors of the results of this study. That is why this study aims to scrutinize submitted written reports and correspondence of the TA providers and to craft an enhancement program or activities to lessen if not all and continuously address errors on the mentioned documents under this study.

Specifically, this research answers the following questions:

1. What are the written reports and correspondence regularly prepared and submitted by the TA providers?
2. What are the errors of the TA providers in the written reports and correspondence in terms of:
  - 2.1. Sentence Level
    - 2.1.1. grammar
    - 2.1.2. punctuation
    - 2.1.3. capitalization
    - 2.1.4. spelling
  - 2.2. Paragraph Level
    - 2.2.1. development
    - 2.2.2. coherence
    - 2.2.3. unity
    - 2.2.4. point of view
3. What writing skills enhancement programs and activities may be offered to the TA providers on the basis of the results of the study?

## **2. Literature Review**

Congruent to the context and rationale in the introduction, the succeeding related literature and studies had surely provided a wider idea and opportunity in realizing this research. Much literature and studies have been exhausted in various sources. The researcher has classified them into the following: errors in writing, error analysis, error in spelling, error types, and paragraph writing.

### *Error in Writing*

Wilcox et al. (2014) examined the nature and frequency of error in high school native English speaker (L1) and English learner (L2) writing. The sample included 178 essays (120 in English language arts (ELA) and 58 in social studies) from 67 students (33 10th graders and 34 12th graders; 49 native English-speaking students and 18 English learners). Results indicate that there were

significant differences in the frequencies of errors between ELA and social studies, with higher error rates in social studies. In addition, L2 writers had significantly higher error rates than L1 writers in ELA. Aside from a few types of errors (spelling, capitalization, and some punctuation errors), most types of errors appear relatively infrequently in school-sponsored writing.

Jamil et al. (2016) identified and classified the most common errors committed by students at the postgraduate level in English writing skills. The study investigated L2 learners' errors in writing skills. The data were from 90 randomly selected postgraduate level students at the department of English. Sample students were assigned to write an essay of 250 to 300 words on one of the three given topics: My Favorite Season, An Unforgettable Incident of My Life, and My Hobby. For identifying common errors in L2 writing, the students' writings were analyzed with the help of checklists in order to classify different types of errors made by the respondents. The results of the study revealed that the most common and frequent errors made by the students were verb tense, spelling, inappropriate use of vocabulary, and subject/verb agreement.

The study of Shahhoseiny (2015) revealed the total number of errors in paragraph writing. A total of 70 First Year Translation students as foreign language learners take part in the investigation. The study shows that summed number of errors in paragraph writing was 165. There was no significant difference in the number of errors between topic sentences and supporting sentences as well as between topic sentences and concluding sentences in paragraph writing. But there was a significant difference in the number of errors between supporting sentences and concluding sentences. It was observed that the category that included the largest number of errors were the errors in supporting sentences.

#### *Error Analysis*

Tiensawangchai (2014) aimed at classifying the grammar errors found in business writing assignments produced by Thai EFL students who took an English Correspondence course. Eight business documents, which included memoranda, letters, and e-mails, written by each of 26 Graduate Diploma students were analyzed by using the Error Analysis (EA) Model by Carl James (1998). The results revealed that the most-frequently found grammar errors fell into ten categories: (1) subject-verb agreement, (2) sentence fragments, (3) noun plurals, (4) noun singular, (5) tenses, (6) spelling errors, (7) active-passive voice, (8) misselection of the article and comma splices, (9) infinitive and noun morphology errors, and (10) gerunds. It was also found that the type of documents (i.e. memos, e-mails, and letters) had no effect on the number of grammar errors made by the student since they didn't have problems with document formats. The frequency of grammar errors that appeared was quite consistent in all of these document types. It could be inferred that these grammar errors were a result of the students' overgeneralization. They need to improve their lexical and syntactical skills. To enable them to succeed in writing business messages, teachers should provide them with ongoing input that comes in a variety of forms: reading input, listening and speaking input, writing input as well as appropriate corrective feedback on their grammar errors. In this way, teachers may be able to help EFL students make progress in their writing skills and produce fewer grammar errors.

ALTameemy and Daradkeh (2019) scrutinized the types and frequencies of errors in paragraph compositions made by 80 EFL students. They explored the differences between male and female students in regards to these errors as well as investigated whether or not native and non-native English teachers affect significantly the types and frequencies of errors committed in writing. After analyzing 80 paragraphs at the sentence level and then paragraph level based on a particular rubric, the results reveal that the 80 students committed 1580 errors in total. At the sentence level, the subjects made 1316 errors in grammar (42.15%), punctuation (16.14%), spelling (14.81%) and capitalization (10.19%). At the paragraph -level, the participants produced 264 errors illustrated in the following order: errors in paragraph development (5.13%), errors in paragraph coherence (4.87%), errors in paragraph unity (3.80%), and errors in the inconsistency of point of view (2.91%). The results found that except for errors of grammar, there are no statistically significant differences between male and female students in the types of errors in paragraph writing. Moreover, the statistical analysis showed that there are statistically significant differences between university students taught by English native-speaker instructors and university students taught by non-native English instructors in some types of errors in paragraph writing i.e. errors in grammar, spelling, and punctuation.

Akbari and Kheirabadi (2015) analyzed the common errors of three highly visited news websites within three syntactic, morphological and typographic-orthographic levels to scrutinize the pitfalls of news websites. The data was gathered from three news websites which are listed among the most visited news websites in Iran based on the Alexa ranking site. The findings showed that in studying the syntactic level of the materials on the news sites, one can face a breach in the unmarked constituent order of the Persian language and asymmetrical verbs deletion. Furthermore, the writing errors in the news are more of the typographical errors, and lack of using punctuations in the news, and the commonest linguistic errors in morphological level in news sites are lexical redundancy.

Kong (2019) adopted an error analysis approach to examine the stroke errors committed by 43 Hong Kong Chinese children of Grades 1 and 3 from a Chinese Character Copying Task. It aimed to determine the common stroke error patterns, developmental

changes and the cognitive problems implied. The different types of stroke errors and the total number of correct stroke sequences were further linked to Chinese word spelling ability and associated cognitive-linguistic skills. Results revealed that wrong stroke sequence and wrong character configuration were the common stroke errors in both grades and Grade 3 students made significantly fewer errors in these two categories. Both wrong stroke sequence and wrong character configuration were found to be associated with poor visual discrimination skills and visual sequential and spatial memory. Character configuration error was a significant predictor of Chinese word spelling ability whereas correct stroke sequence only contributed significantly to Chinese word spelling performance in Grade 3. These findings suggest the significance of character configuration knowledge in Chinese spelling and its importance in facilitating the orthographic developments of structural knowledge and radical knowledge. The findings have implications for the design of an enriched curriculum to teach Chinese characters so as to foster a better foundation for orthographic development as well as Chinese word spelling ability.

The paper of Iraís et al. (2018) describes college students' writing development process during their foreign language classes throughout a semester. Self and peer correction was implemented to promote error awareness along with the use of an error code and error log in a fifth-semester class. The results show that both strategies benefited students' writing skills and self-awareness which in turn produced, among other outcomes, the development of critical self-assessment of their writing and responsibility for their own learning. This study highlights the importance of allocating class time for continuous training to allow students to systematize their writing practices.

Li (2015) examined types of lexical errors committed by EFL Mongolian learners in their writing. A total of 525 errors in 62 English writings by Mongolian English majors were identified and analyzed. Supplementary information is also collected by means of questionnaires and interviews for a more comprehensive understanding of the factors affecting the errors. Possible solutions are thus provided for the Mongolian learners to cope with particular difficulties in their writings in terms of lexical choice.

Khansir and Ilkhani (2016) investigated written grammatical errors of Iranian EFL learners at the undergraduate level. The main purpose of error analysis is to express the learners' errors in the target language. The participants were 100 students at undergraduate level. The three kinds of tests such as the General English Proficiency Test; Background Questionnaire; and Grammatical Test were used in order to show the ability of the students in the field of Error analysis. The outcomes indicated that there is a significant difference in types of written grammatical errors by Iranian EFL learners.

#### *Error Spelling*

Brosh (2015) investigated common spelling errors among first language English speakers who study Arabic at the college level. A sample of 63 students (45 males and 18 females) was asked to write texts about a variety of topics and then to answer survey questions regarding their perceptions and strategies. Their writing produced 457 spelling errors, which were examined and classified. The results demonstrate that the spelling skill is developmental and that it offers a necessary structure for students to master key elements of Arabic. The wide variety of spelling errors made by participants points to their unsatisfactory awareness of the language's phonology, morphology, and orthography aspects. Participants perceived an important connection between the spelling skill and such other skills as reading, writing, and pronunciation, but they perceived its development as challenging, due to insufficient practice. Their strategies for memorizing words included using textbooks and online dictionaries, repetition, and practice, and simply sounding out the words. The results indicated potential implications that current and future Arabic instructors can use to help students develop spelling skill.

#### *Error Types*

Boettger (2014) presented the results of three studies on editing tests used to screen prospective technical communicators and the error types common to these tests. Boettger first explores the general characteristics of 55 tests and 71 error types. Error types are correlated against 176 professionals' perceptions of these error types. The sample's characteristics were first identified from the tests and the hiring managers. Three raters then independently classified the errors types using coding schemas from previous taxonomies of college-level writing. Finally, a 24-question survey was administered to capture professional communicators' perceptions of error. Editing tests were typically designed in narrative format and evaluated holistically, but variation in administration and format existed. The sample included 3,568 errors and 71 error types. Errors related to wrong words, spelling, and capitalization dominated, but 13 other errors were frequently found as well as dispersed within at least 50% of the sample. Conversely, professionals were bothered most by apostrophe errors, homonyms, and sentence fragments. No significant correlations were found among the frequencies and dispersions of the editing tests' errors and the professionals' perceptions of those errors. Editing tests share common characteristics, but organizational context substantially influences its format and contents. There were consistencies between the editing test error types and types identified in college-writing taxonomies; however, context again influences why errors are introduced as well as the types of errors that were identified. Finally, hiring managers and professionals share different perceptions of error. Understanding these differences can produce better assessment tools and better prepare test takers.

### *Writing Paragraphs*

In his book, Bargo (2014) presents how to write a memorandum. He included the acceptable writing styles, parts and format. The contents of the paragraphs in the body of the memorandum were also emphasized.

Vinuya et al., (2007) and Baraceros (2000) clearly define coherence and coherent paragraphs as well as discussed how unity is achieved in paragraph writing.

Pitoyo (2020) worked on analysis cohesion and coherence of paragraphs in a paper. He mentioned that the problem in terms of cohesion and coherence of the paragraph is caused by the lack of understanding in terms of fusing sentences with other sentences and no logic in preparing paragraphs that leads to poor quality of writings.

The pieces of literature and studies cited have widened the ideas of the researcher and this will be used in the discussion of the results where these could support or negate the possible results of this study.

### **3. Methodology**

This study was conducted in the City Schools Division Office of Antipolo using the TA providers including learning area coordinators, master teachers, head teachers, school heads, district and division supervisors as participants. The data included in this study were gathered from the 94 documents of the TA providers considering their submissions from January 2020 to the present. This assured that the data needed based on the research questions were sufficiently and completely gathered. This is descriptive – qualitative research in nature for the data was described qualitatively using Error Analysis (EA) Model by Carl James (1998) in investigating errors from the documents included for this purpose.

#### **3.1 Sampling**

In this study, 94 written reports and correspondence were purposively sampled from the TA providers that considered at least 3 Learning Area Coordinators, 3 Head Teachers, 3 Master Teachers, 3 School Heads, 3 District and 3 Division Supervisors. The number of documents and participants were dependent on the data saturation as well as those who have permitted and given their documents to be subjected to analysis in this study. Purposive sampling was used because only those who allowed themselves to be the participants in the study were included considering the proper research protocols and inclusion criteria set by the researcher. The criteria set for participants is at least designated or appointed as the above-mentioned position.

#### **3.2 Data Collection**

The written report and correspondence documents were collected online and face-to-face from the participants. These were also classified by the researcher according to types and frequencies up to the time that the data sufficed to the need in answering the questions under this study. The documents collected were subjected to data analysis using the error analysis model. The researcher was aided by the basic account of Grammarly specifically in identifying errors from the documents. The researcher did not solely depend on the errors labeled and identified by Grammarly because there were words or other expressions that are not acceptable in it whereas acceptable in the context of the TA providers, teachers and DepEd or professional teachers.

#### **3.3 Data Analysis**

In this study, the data were treated using the following tools: frequency counts was used for research question 1, while error analysis was utilized for question number 2. The enhancement program and activities were drawn based on the analyzed errors and results of the study.

#### **3.4 Ethical Issues**

The researcher considered ethical issues and protocols in the conduct of this study considering information that needs to be treated with confidentiality in accordance with the data privacy law of the Philippines. When and if permitted and necessary, with the consent of the participants of the study, pictures and short videos were taken during the conduct of the study for the purpose of documentation. In general, the protocol includes information such as purpose and description of the study, confidentiality, right to refuse, and right to ask questions while in the process of conducting the study.

### **4. Results and Discussion**

#### **4.1 The Written Reports and Correspondence Regularly Prepared and Submitted by the TA Providers**

The most common written reports and correspondence that are regularly prepared and submitted by the TA providers are as follows but not limited to memorandum, accomplishment reports, letters or correspondence, communication emails, minutes of the meeting, narrative reports, monitoring and evaluation reports, observation notes or records, instructional supervisory reports, and the like. These reports and correspondences are aligned to their mandates and job descriptions as reflected specifically on their respective Key Results Areas (KRAs).

**Written Report and Correspondence Errors of Technical Assistance (TA) Providers**

The reports included in this study are those that were voluntarily given by the participants and permitted by themselves in accordance with the objective of the study. As to the number of documents considered, the same reason applies that the participants have given. That is the reason why the table below reveals the participants' documents coded by number as their file name.

Table 1: The Written Reports and Correspondence Regularly Prepared and Submitted by the TA Providers

TA Providers	No.	Documents/Types	Frequency	Total
1. Coordinators	1	Certification	1	10
	2	Letter	3	
	3	Minutes of the Meeting	1	
	4	Narrative Report	3	
	5	Training Implementation Plan	1	
	6	Training Proposal	1	
2. Head Teachers	1	Accomplishment Report	2	4
	2	Agreement	1	
	3	Letter	1	
3. Master Teachers	1	Letter	2	13
	2	Memorandum	1	
	3	Minutes of the Meeting	8	
	4	Narrative Report	2	
4. School Heads	1	Letter	6	19
	2	Memorandum	3	
	3	Narrative Report	9	
	4	Notice of Meeting	1	
5. Education Program Specialist - ALS	1	Certification	1	7
	2	Memorandum	5	
	3	Training Proposal	1	
6. Public Schools District Supervisors	1	Accomplishment Report	4	4
7. Education Program Supervisors	1	Action Plan	1	37
	2	Advisory	5	
	3	Email	2	
	4	Letter	5	
	5	Memorandum	24	

The results revealed that the topmost and prepared documents as used in this study by the TA providers are memorandum, narrative reports, letters, while the least are action plan, agreement, notice of the meeting and training implementation plan. As revealed by their respective percentages on Table 2.

Table 2: Summary of Written Reports and Correspondence Used in this Study

No.	Docs/Types	Total	Percent
1	Accomplishment Report	6	6.38
2	Action Plan	1	1.06
3	Advisory	5	5.32
4	Agreement	1	1.06
5	Certification	2	2.13
6	Email	2	2.13
7	Letter	17	18.09
8	Memorandum	33	35.11
9	Minutes of the Meeting	9	9.57
10	Narrative Report	14	14.89
11	Notice of Meeting	1	1.06

12	Training Implementation Plan	1	1.06
13	Training Proposal	2	2.13
<b>Total</b>		<b>94</b>	<b>100.00</b>

This implies that since they are all considered as TA providers, they have this commonality as to the correspondence they prepare and submit. The only difference is that these are submitted and as required by their higher authorities. Although these documents are regularly prepared, these should be and will be prepared by them with utmost confidence and expectedly free from any type of errors as they will also be giving these to the teachers and other personnel under them. This will determine the kind of information transferred to the subordinates that will probably and mostly the once doing the actions stated therein the cited reports and correspondences.

The result relates to Wilcox et al. (2014) who examined the nature and frequency of errors and Tiensawangchai (2014) on grammar errors found in business writing assignments in English Correspondence course using eight business documents including memoranda, letters, and e-mails. The study of Khansir and Ilkhani (2016) relates but investigated written grammatical errors using three kinds of tests such as General English Proficiency Test, Background Questionnaire, and Grammatical Test. The present findings and the way the previous studies conducted were found similar. However, they differ in terms of the documents used and the process of data treatment.

#### 4.2 The Errors of the TA Providers in the Written Reports and Correspondence

The documents were collected from the TA providers. While they have the right to delimit what documents will be permitted to be subjected to in accordance to the objectives of the study, the documents available were all considered, classified and scrutinized by the researcher. The researcher had considered utilization of the basic account of Grammarly so as to easily identify the parts of the sentences and paragraphs of the documents which reveals errors. The researcher carefully looked into the documents side by side so that those marked by the Grammarly as errors will be verified in accordance to the words, terms, and concepts that are acceptable in the contexts of the TA providers. Hence, the succeeding findings are presented.

#### 4.2.1 Sentence Level

##### 4.2.1.1 Grammar

Table 3: Error Types in the of TA Providers' Written Reports and Correspondence in Terms of Grammar

No.	Error Types	Freq	Samples	Corrected Samples
1	add a missing verb	11	for it <b>vitaly</b> necessary in with a greeting and <b>followed</b> by	for it <b>is vitaly</b> necessary in with a greeting and <b>was followed</b> by
2	add an article	124	<b>most</b> needs <b>extension</b> . presented like <b>presentation</b> of content, To gain <b>in-depth</b> understanding... to read is <b>prerequisite</b> skill gain <b>necessary</b> knowledge	<b>the most</b> needs <b>an extension</b> . presented like <b>the presentation</b> of content, To gain <b>an in-depth</b> understanding... to read is <b>a prerequisite</b> skill gain <b>the necessary</b> knowledge
			with transferees from <b>private</b> school, schools with <b>list</b> of students	with transferees from <b>a/the private</b> school, schools with <b>a list</b> of students
3	add the participle	2	they were able <b>manage</b> those things	they were able <b>to manage</b> those things
4	add the preposition	1	interventions <b>along</b> gaps of numeracy	interventions <b>along with</b> gaps of numeracy
5	change the noun form	7	of the last <b>week</b> activities through <b>teachers</b> preparation.	of the last <b>week's</b> activities through <b>teachers'</b> preparation.

6	change preposition	151	...video instructions <b>the</b> A.P. dept. head..., ...tackled <b>about</b> the utilization..., ...will be discussed <b>on</b> the next...	...video instructions <b>to the</b> A.P. dept. head..., ...tackled the utilization..., ...will be discussed <b>at</b> the next...
			...started the meeting <b>by</b> the presentation of the..., ...reminded us <b>the</b> different..., ...reminded us <b>the</b> upcoming...	...started the meeting <b>with</b> the presentation of the..., ...reminded us <b>of</b> the different..., ...reminded us <b>of the</b> upcoming...
			<b>For</b> the winners of	The winners of
7	change the adjective	1	<b>Safe</b> keep the training materials	<b>Safely</b> keep the training materials
8	change the article	10	the eight departments for <b>year</b> 2019	the eight departments for <b>the year</b> 2019
			expect <b>the</b> large amount	expect <b>a</b> large amount
9	change the quantifier	2	<b>Less</b> expenses because	<b>Fewer</b> expenses because
10	change the verb form	85	The following personnel <b>were</b> the attendees of the...	The following personnel <b>was</b> the attendees of the
			...she also <b>seek</b> the..., ...before <b>end</b> the session for...	...she also <b>seeks</b> the..., ...before <b>ending</b> the session for...
			applications <b>be</b> manipulated	applications <b>are</b> manipulated
			closing remarks which <b>recognizes</b>	closing remarks which <b>recognize</b>
			Ms. Xxxx <b>proceed</b> with the...	Ms. Xxxx <b>proceeds</b> with the...
			The agenda <b>are</b> as...	The agenda <b>is</b> as...
			The said event <b>were</b> participated by SH, teachers, pupils, and parents.	The said event <b>was</b> participated by SH, teachers, pupils, and parents.
			They missed <b>to go</b> to school and <b>meet</b> their teacher...	They missed <b>going</b> to school and <b>meeting</b> their teacher...
			will help me <b>improved</b> my craft	will help me <b>improve</b> my craft
11	change to a genitive case	6	Are <b>the responses</b> <b>objective</b> requiring...	Are <b>the objective of the response</b> requiring...
12	change to a plural noun	4	the most anticipated <b>day</b> for all	the most anticipated <b>days</b> for all
			number of	<b>numbers</b> of
			Php 100 <b>load</b> , 1st place	Php 100 <b>loads</b> , 1st place
13	change to a singular noun	2	Each <b>applications</b> were comprehensively	Each <b>application</b> was comprehensively...
14	correct the article usage	114	...activity is to <b>the share</b> improvement...	...activity is to share improvement...
			amidst <b>Covid-19</b> pandemic	amidst <b>the Covid-19</b> pandemic
			entries for <b>Poster</b> Making / commemorating <b>United Nations</b>	entries for <b>the Poster</b> Making / commemorating <b>the United Nations</b>
			implementation of <b>unified</b> subject	implementation of <b>a unified</b> subject
			introduction of <b>resource</b> speaker.	introduction of <b>the resource</b> speaker.
			of <b>Mathematics</b> Department	of <b>the Mathematics</b> Department
			Presentation for <b>2nd</b> Quarter of ..., <b>Majority</b> of the..,	Presentation for <b>the 2nd</b> Quarter of ..., <b>The majority</b> of the..,
			through <b>a</b> google drive	through google drive
			Lack of <b>the</b> skill and	Lack of skill and
15	correct determiner usage	4	<b>These</b> data to be gathered are deemed	<b>The</b> data to be gathered are deemed



			acknowledges <b>that</b> relevance of the	acknowledges <b>the</b> relevance of the
			especially <b>that</b> COVID Vaccine	especially <b>the</b> COVID Vaccine
			during <b>this</b> trying times.	during <b>these</b> trying times.
16	correct pronoun usage	12	of students <b>attended...</b>	of students <b>who</b> attended...
			...most especially the newly hired <b>one.</b>	...most especially the newly hired <b>ones.</b>
			effort of teachers <b>them</b> to	effort of teachers to
			Prepare certificates and distribute <b>to</b> the participants.	Prepare certificates and distribute <b>them to</b> the participants.
17	correct quantifier usage	3	and <b>others</b> resources	and <b>other</b> resources
			and <b>others</b> concerned persons	and <b>other</b> concerned persons
			past <b>days</b>	past <b>few days</b>
18	correct subject-vA	15	Budget of work for the daily math class <b>were</b> affected...	Budget of work for the daily math class <b>was</b> affected...
			An online orientation for parents and students <b>were</b> facilitated by the school...	An online orientation for parents and students <b>was</b> facilitated by the school...
			The steps on how to create digitized activities using Quizziz <b>was</b> shared by the speaker.	The steps on how to create digitized activities using Quizziz <b>were</b> shared by the speaker.
19	correct the article-noun agreement	3	to be <b>a resilient</b> teachers	to be <b>resilient</b> teachers
			Different programs were provided <b>an adequate</b> and regular medical and...	Different programs were provided <b>adequate</b> and regular medical and...
20	fix the agreement mistake	103	non-teaching personnel and <b>staffs</b> most	non-teaching personnel and <b>staff</b> most
			...of the different <b>agenda.,</b> ...different <b>Schedule</b> of...	...of the different <b>agendas.,</b> ...different <b>Schedules</b> of...
			and online <b>assessment.</b>	and online <b>assessments.</b>
			facts about United <b>Nation.</b>	facts about United <b>Nations.</b>
			Improve <b>pupil's</b> academic performance.	Improve <b>pupils'</b> academic performance.
			one of our <b>student</b> won in	one of our <b>students</b> won in
			that diagnostic <b>test</b> may be	that diagnostic <b>tests</b> may be
			will experience <b>delay</b> in / due to course <b>offering.</b>	will experience <b>delays</b> in / due to course <b>offerings.</b>
			Ancillaries and Special <b>Assignment</b> of each...	Ancillaries and Special <b>Assignments</b> of each...
21	fix the infinitive	1	Recognized 100% performing pupils and teachers as well as <b>to</b> encourage other members...	Recognized 100% performing pupils and teachers as well as <b>encouraged</b> other members...
22	remove an/the article	5	instructed by <b>the</b> Ms.	instructed by Ms.
23	remove redundancy	5	School will conduct <b>will conduct</b> a Joint In-Service...	School <b>will conduct</b> a Joint In-Service...
24	remove the preposition	2	discussed <b>about</b> the Developmental	discussed the Developmental

25	rephrase sentence	the	3	The more words the learner knows, he is more able to understand what he reads.	The more words a learner knows, the more he is able to understand what he reads.
				...No. 121 s. 2014 <b>that every year, in the month of November the...</b>	...No. 121 s. 2014 <b>that November every year is the...</b>
	rephrase sentence (not inverted)	the (not		Due to the pandemic, we were not able to meet our <b>pupils</b> face to face.	We were not able to meet our <b>pupils</b> face to face due to the pandemic.
26	<b>no error</b>		4		

The results revealed that the error types found in the documents used in this study revolved on the following grammatical points:

- (1) on **preposition** – 151/change, 2/remove, and 1/add
- (2) on **article** – 124/add, 114/correct usage, 10/change, and 5/remove
- (3) on **agreement** – 103/fix the agreement mistake, 15/correct subject-verb agreement, and 3/correct article-noun agreement
- (4) on **verb** – 85/change the verb form, 11/add a missing verb, 2/add the participle, and 1/fix the infinitive
- (5) on **pronoun** – 12/correct usage
- (6) on **noun** - 7/change the noun form, 6/change to a genitive case, 4/change to a plural noun, and 2/change to a singular noun
- (7) on **redundancy** – 5/remove
- (8) on **determiner** – 4/correct usage
- (9) on **quantifier** – 3/correct usage, and 2/change
- (10) on **sentences** – 3/rephrase the sentence/rephrase the sentence (not inverted)
- (11) on **adjective** – 1/change

This implies that the errors committed belong to the sentence sense. This may be due to the specialization of those who prepared the reports and those who are not at use on these concerns in grammar. Although the results show that there were 4 documents without errors reflected, this still calls for refresher activities and drills so that the TA providers will be upskilled again as they have the grammar background already when they were still in school.

The result relates to Magno (2014) on error analysis that yielded errors in verb tense, structure, punctuation, choice of words, spelling and so on as cited by Agbay and Reyes (2019) on error-free written works' expectations. The same with Tiensawangchai (2014) whose results revealed that the most-frequently found grammar errors found in business writing assignments fell into ten categories: (1) subject-verb agreement, (2) sentence fragments, (3) noun plurals, (4) noun singular, (5) tenses, (6) spelling errors, (7) active-passive voice, (8) misselection of the article and comma splices, (9) infinitive and noun morphology errors, and (10) gerunds. Furthermore, Jamil et al. (2016) identified and classified the most common errors is in agreement with the cited studies and the present one.

4.2.1.2 Punctuation

Table 4: Error Types in the of TA Providers' Written Reports and Correspondence in Terms of Punctuation

No.	Error Types	Freq	Samples	Corrected Samples
1	add a comma	276	parents, students <b>and</b> stakeholders	parents, students, <b>and</b> stakeholders
			Knowledge, Skills <b>and</b> Attitude acquired	Knowledge, Skills, <b>and</b> Attitude acquired
			as of October 8, 2021 <b>and</b> the result	as of October 8, 2021, <b>and</b> the result
			As part of the program <b>proper</b> the judges were	As part of the program <b>proper</b> , the judges were
2	add a hyphen	66	2nd grade	<b>2nd-grade</b>
			<b>School Based</b>	<b>School-Based</b>
			<b>Step by step</b> procedures	<b>Step-by-step</b> procedures

			there should be a <b>follow up</b> at home	there should be a <b>follow-up</b> at home
			<b>value added</b> , contributions	<b>value-added</b> , contributions
3	change punctuation	8	Ms	<b>Ms.</b>
			At the end of each <b>month,,</b> teachers are	At the end of each <b>month</b> , teachers are...
4	remove a comma	10	Issued this 14th day of <b>October, 2021</b>	Issued this 14th day of <b>October 2021</b>
5	remove colon	1	you may send it to XXX at email address aaa@deped.gov.ph attention <b>to</b> : MR. AAA for the user support.	you may send it to XXX at email address aaa@deped.gov.ph attention <b>to</b> MR. AAA for the user support.

The results revealed that the error types found in the documents used in this study revolved on the following punctuations:

- (1) on **comma** – 276/add, and 10/remove
- (2) on **hyphen** – 66/add
- (3) on **colon** – 1/remove
- (4) on other **punctuations** – 8/change

This implies that there are instances that punctuation marks are not given utmost attention in writing, especially if the contents are not in the complete sentences. Also, the TA providers are not fully aware of the functions and use of the punctuation marks. In some instances, it may be the result of the mistyped reports and its contents. This calls for the review on the DepEd manual of style so that they may be refreshed on the said matter.

The result relates to Akbari and Kheirabadi (2015) who analyzed the common errors of three highly visited news websites and found out that the writing errors in the news are more of the typographical errors, and lack of using punctuations in the news.

#### 4.2.1.3 Capitalization

Table 5: Error Types in the of TA Providers' Written Reports and Correspondence in Terms of Capitalization

No.	Error Types	Freq	Samples	Corrected Samples
1	change or check capitalization	17	to escalate the <b>bayanihan</b> spirit in	to escalate the <b>Bayanihan</b> spirit in
2	congruency on the capitalization	12	To, SUBJECT, FROM, DATE	<b>TO, SUBJECT, FROM, DATE</b> <b>To, Subject, From, Date</b>
3	small caps	1	different <b>Schedule</b> of...	different <b>schedule</b> of...

The results revealed that the assurance as in changing or checking, and congruency on the capitalization of words are identified as types of errors across documents used in this study.

This implies that the TA providers need to be retrained on the technical writing and correspondence that embeds capitalization as its concern.

The result relates to Bargo (2014) where in writing a memorandum, the writing style of the address section should be congruently observed which means to say that when writing all caps for the "TO, FROM" etc... the contents reflecting or representing them should also be congruently observed. However, if they are in normal writing as in "To, From" counterparts should also be observed in the expected style of writing.

4.2.1.4 Spelling

Table 6: Error Types in the of TA Providers' Written Reports and Correspondence in Terms of Spelling

No.	Error Types	Freq	Samples	Corrected Samples
1	change the spelling	14	acknowledgement and <b>they</b> winners were:	<b>acknowledgment</b> and <b>the</b> winners were:
2	check your spelling	18	check marks	<b>checkmarks</b>
3	correct your spelling	126	... <b>an</b> actual reporting ...the following <b>cgrade</b> level coordinators ... <b>heart warming</b> plea for God ... <b>reiterrated</b> the need to be and <b>submitted</b> all necessary	... <b>and</b> actual reporting ...the following <b>grade</b> level coordinators ... <b>heartwarming</b> plea for God ... <b>reiterated</b> the need to be and <b>submitted</b> all necessary
			at the <b>chat box / moreso / "Thought</b> of the Day" <b>break – out</b> session (break-out)	at the <b>chatbox / more so / "Thought</b> of the Day" <b>break-out</b> session
			by a <b>preyer</b> led by <b>nonteaching</b> personnel	by a <b>prayer</b> led by <b>non-teaching</b> personnel
			of <b>earning</b>	of <b>earnings</b>
			Oustanding	<b>Outstanding</b>
			the SBM <b>Priciple</b> II	the SBM <b>Principle</b> II
			<b>Scool</b> Librarian	<b>School</b> Librarian
			Speaker on the <b>up-coming</b>	Speaker on the <b>upcoming</b>
4	remove s	1	<b>masters</b> list	<b>master</b> list

The results revealed that the words from the sentences in all documents under this study that were prepared by the TA providers have marks such as check, change, and correct spellings. Since, the researcher made use of the basic account of Grammarly, words that were misspelled were easily identified from the documents.

This implies that writers like TA providers, should make sure that in their respective reports, they should carefully check first before submission. In this sense, minimal errors like spelling that are sometimes the results of typo errors will be avoided.

The result relates to one of the findings of Jamil et al. (2016) that the most common and frequent errors made by the students include spelling. Similarly, Kong (2019) found out that character configuration error was a significant predictor of Chinese word spelling ability whereas correct stroke sequence only contributed significantly to Chinese word spelling performance. Added to that, Brosh (2015) investigated common spelling errors similar to one of the objectives in this study.

4.2.2 Paragraph Level

4.2.2.1 Development

In paragraph development, there are methods which may be adopted such as by definition, by example, by giving reasons, by analogy, comparison and contrast, by cause and effect, by explanation or discussion, by classification, and by enumeration. These were what's in the mind of the researcher as he planned in conducting this study.

As observed from the documents under this study, below are the commonly observed and considered error types including the expected patterns in writing.

Table 7: Error Types in the of TA Providers' Written Reports and Correspondence in Terms of Development

Error Types Noted from the Documents	Notes and Expected Patterns
*Consistency on the format for the memo address part	The technical aspect as well as format should be based from DO 30, s. 2019 or from the SDO issuances pertaining to form and style
*Consolidation of schools' reports	Adoption of applicable patterns of paragraph development
*General thought not direct to the point that leads to be vague	Develop paragraph considering simple sentences and direct to the point discussions
*Need to polish the flow and organization of ideas	The organization of ideas should be clearly planned
<p>*Mechanical aspects</p> <ul style="list-style-type: none"> <li>✓ On <b>spaces/spacing</b> <ul style="list-style-type: none"> <li>• 104/remove <i>[and manipulate / intensify their / Children who / them with]</i></li> <li>• 81/add <i>[theme: "Pagpapanatili / Kabataan"on] [at exactly 8:00am]</i></li> </ul> </li> <li>✓ On <b>words</b> <ul style="list-style-type: none"> <li>• 4/replace the word <i>[acknowledge the important of the] [importance of writing and usage transition words.]</i></li> <li>• 3/change the word or wordings <i>[added other reminder regarding] [form for Trainings/]</i></li> <li>• 1/ correct the word choice <i>[...to teach especially that nowadays learning happens...]</i></li> </ul> </li> <li>✓ On <b>transitional devices</b> <ul style="list-style-type: none"> <li>• 1/repetition and use <i>[followed by followed by]</i></li> </ul> </li> </ul>	Mechanical aspects in development of reports' paragraph/s should be checked and counter checked before its final printing or submission so as to avoid errors such as but not limited to the next table.

The results revealed that reports and correspondence of the TA providers reflected errors. Generally, these errors include inconsistencies of the expected patterns in the development particularly in paragraphs. From the identified error notes, it included format which were not in accordance with relevant issuances, reports were merely collected from the concerned persons, thoughts within the reports need to be polished for clarity, reports also need to be rechecked considering the flow and organization of ideas. In addition to these, mechanical aspects of writing such as on spacing, on words, and on transitional devices were observed to be part of the errors in the development of contents specifically on paragraphs.

This implies that the TA providers need to be retrained on the methods of paragraph development which is essential in their preparations of the various reports and correspondences. By this, they will be able to produce seamless documents submitted to their higher authorities at the same time given to the public – their ultimate clientele.

The result relates to Shahhoseiny (2015) on the total number of errors in paragraph writing. It was observed that the category that included the largest number of errors were the errors in supporting sentence. Further, similar to the parameters of the present study are the works of AlTameemy and Daradkeh (2019) who scrutinized the types and frequencies of errors in paragraph compositions and Irais et al. (2018) in describing college students' writing development process.

#### 4.2.2.2 Coherence

A coherent paragraph makes use of the right connectors to show relationships of ideas in sentences, paragraphs and themes. It also employs transitional devices to connect one idea to another, (Vinuya et al., 2007). For Baraceros (2000), coherence refers to

logical relationship of ideas. It can be achieved by an orderly arrangement or organization of sentences, and the proper use of connectives or transitional devices.

As observed from the document, the most common types of errors include: connection of thoughts from the paragraph before and after paragraphs, did not use or inappropriate use of transitional markers (TM) to connect ideas.

For instance:

Table 8: Error Types in the of TA Providers' Written Reports and Correspondence in Terms of Coherence

Error Types	Samples	Notes and Expected Patterns
inappropriate form of TM	To formally start the event, ...	The event was formally started with....
	To officially conclude the program, Mrs. ...	The program was officially concluded...

The findings imply that the TA providers need to be refreshed on the kinds and functions as well as how transitional markers or devices are used in paragraph writing to achieve a coherent reports or write ups in consonance with Vinuya et al., (2007) and Baraceros (2000).

The result also relates to Pitoyo (2020) on the analysis of the cohesion and coherence of paragraphs and their effect on students' writing ability.

**4.2.2.3 Unity**

Unity refers to the oneness of thought in the paragraph. To achieve this, an outline may be used showing coordinate and subordinate relationships between major and minor ideas about the topic and the use of a topic sentence, (Baraceros 2000). Further, this is oneness, consistency and harmony which considers the use of tenses, mood, tone, voice, ideas, language and language level, and of person and number. A paragraph is unified when all of its sentences work towards the same end. Each phrase and sentence should illustrate, clarify, explain, support and/or address the idea that the topic sentence puts forward. An essay is unified when all of the paragraphs illustrate, clarify, explain, support and/or address the idea expressed in the essay's thesis statement.

As observed from the document, these are just the contributory findings that leads to error types in achieving paragraphs' unity. On **words** – change the word/wording, join or merge the words, and replace the word as in [*in to the new normal*], [*for education purposes*], and separate words like [*atleast*] which is sometimes a result of typo errors.

This implies that the use of words should be within the context of the TA providers and those that are recipients of the reports or correspondence prepared by them. Meaning, these should be in accordance with operational and contextual definitions.

The result relates to Li (2015) who examined types of lexical errors in writing. These errors occur when a lexical item used in a sentence does not suit with another part of the sentence that sounds inappropriate.

**4.2.2.4 Point of View**

Point of view refers to who is telling or narrating. It may be in the first person, second person or third person point of view (POV). Writers use POV to express the personal emotions, and to convey the experience to the reader. In the first person point of view, this generally reveals the "I" sentence construction and relies on first person pronouns like "I went to work." Second person point of view is structured around the "you" pronoun, and is less common in novel-length work like "You thought you could do it." While in the third person point of view, the author is narrating a story about the characters and refers to them with the third person pronouns "he/she" as in "He was called in the meeting."

From the documents used in this study, it was noted that some of the documents were *\*written in lower positions' point of view* – for instance, the reports prepared by the *\*PSDSs were written as just consolidation or collection of those coming from the from the school heads. The same with Coors and MTs from teachers, and SHs from Coors, MTs and other teachers.* In addition to that, there were documents showing *\*improper use of 1st, 2nd and 3rd persons point of view.*

This implies that the TA providers must have own words, thoughts or ideas that show reports were written by their own and respective point of views. Meaning these should have synthesis for instance if it is a consolidation or collection of documents from the submitted once by those under their jurisdictions or from their subordinates.

The result relates to Siddiqui (2020) on analyzing factors influencing the paragraph organization in English Language writing where on his findings, one of the themes that emerged out of the transcriptions was that the teachers put more emphasis on grammatical corrections rather than guiding in development and organization of ideas.

#### 4.3 The Writing Skills Enhancement Program and Activities Offered to the TA Providers on the Basis of the Results

The succeeding action plan shows the writing skills enhancement program and activities offered to the TA providers based on the findings of the study. This will be proposed to the higher authorities for implementation which will be accompanied by a concept paper or project proposal.

Description of Proposed Action or Activity	Objectives	Research-based Rationale for Activity	Results	Persons Impacted	Resources	Timeline
<i>What is going to be done to address the goal</i>	<i>Targets of the activity</i>	<i>Explain what is said in the results of the conducted or present study</i>	<i>What will be the evidence of the impact on the goal</i>	<i>Who will be involved</i>	<i>Funding source and cost</i>	<i>When will the action be done</i>
Training Workshop on Writing and Correspondence Essentials for TA Providers	To enhance writing skills of the TA providers	Refer to findings, conclusions and recommendations of research question (RQ) 1	M and E tool  Quanti – Quali results and documentations	Researcher  All TA providers	Personal  Sponsorship	Dependent on the support gained from the higher authorities  Refer to plans for dissemination
English Proficiency Enhancement Program for TA Providers	To enrich language proficiency of the TA providers	Refer to findings, conclusions and recommendations of RQ 2	M and E tool  Quanti – Quali results and documentations	Researcher  All TA providers	Personal  Sponsorship	Dependent on the support gained from the higher authorities  Refer to plans for dissemination
Review – Orientation of Manual of Style Developed by the Department of Education (DepEd) as per DepEd Order No. 30, s. 2019 and Relevant Issuances	To utilize form and style in accordance with DepEd context	Refer to findings, conclusions and recommendations of RQ 1 and 2	M and E tool  Quanti – Quali results and documentations	Researcher  All TA providers	Personal  Sponsorship	Dependent on the support gained from the higher authorities  Refer to plans for dissemination

## 5. Conclusions

The following are the conclusions of the study based on its findings :

1. There is a commonality of the reports and correspondence prepared and submitted by the TA providers but these are submitted as required by their respective higher authorities. Although these documents are regularly prepared, these should be and will be prepared by themselves with utmost confidence and expectedly free from any type of errors as they will also be giving these to the teachers and other personnel under them. This will determine the kind of information transferred to the subordinates that will probably and mostly the ones doing the actions stated therein the cited reports and correspondence.

2. There were errors in the written reports and correspondence prepared by the TA providers in the sentence level including (1) grammar, (2) punctuation, (3) capitalization, and (4) spelling.

The errors committed belong to the sentence sense which may be due to the specialization of those who prepared the reports and those who are not at use on these concerns in grammar.

There are instances that punctuation marks are not given the utmost attention in writing, especially if the contents are not in complete sentences. Also, the TA providers are not fully aware of the functions and use of the punctuation marks. In some instances, it may be the result of the mistyped reports and their contents.

The TA providers need to be retrained on the technical writing and correspondence that embeds capitalization as its concern.

Writers like TA providers should make sure that in their respective reports, they should carefully check first before submission. In this sense, minimal errors like spelling that are sometimes the results of typo errors will be avoided.

Further, there were also errors in the paragraph level including (1) development, (2) coherence, (3) unity, and (4) point of view.

The TA providers need to be retrained on the methods of paragraph development which is essential in their preparations of the various reports and correspondences. By this, they will be able to produce seamless documents submitted to their higher authorities at the same time given to the public – their ultimate clientele.

The TA providers need to be refreshed on the kinds and functions as well as how transitional markers or devices are used in paragraph writing to achieve coherent reports or write-ups.

The use of words should be within the context of the TA providers and those that are recipients of the reports or correspondence prepared by them. In other words, these should be in accordance with operational and contextual definitions.

The TA providers must have their own words, thoughts, or ideas that show reports were written by their own and respective point of views. These should have synthesis for instance if it is a consolidation or collection of documents from the submitted once by those under their jurisdictions or from their subordinates.

3. The writing skills enhancement program and activities in a form of action plan may be offered to the TA providers based on the findings of the study and is deemed important as well as timely.

### **Recommendations**

1. A training program which can enhance the skills of the TA providers in report writing and correspondence is urgently recommended. This program should cover, form and style, content and context as well as other aspects in technical writing.
2. Refresher activities on sentence sense and paragraph writing is important in upskilling the TA providers. For their continuous improvement program, activities such as but not limited to English proficiency enhancement program, and the review on the DepEd manual of style will be a great factor.
3. A concept paper or project proposal, based from the findings of this study, may be proposed to the higher authorities for implementation. The findings which were incorporated in the action plan are highly recommended for adoption or utilization in various stations.
4. Similar study may be conducted using other variables not covered in the present findings.



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